

## CDDS 202 - Syllabus for Aural Rehabilitation

CDDS 202 - Syllabus for Aural Rehabilitation Fall 2012, California State University, Fresno	
Course Information	Instructor Names Nan Barker, Dr. Cynthia Cavazos
Units 3.0	Office Number Nan Barker PHS 227 Dr. Cynthia Cavazos PHS 201
Time –Weekly online instruction and ten face-to-face hours required during 2 weekends of required attendance on the CSU Fresno campus. One hour every two weeks of required synchronous meetings, Thursdays 6-7AM or 4-5 PM	E-Mail <a href="mailto:nanb@csufresno.edu">nanb@csufresno.edu</a> <a href="mailto:cynthiac@csufresno.edu">cynthiac@csufresno.edu</a> Responses to email messages with your full name and CDDS 202 in the subject heading will be given within 2 work days of receiving the message.
Location of face-to face meetings: PHS 215	Telephone Nan Barker (559) 278-6940 Dr. Cynthia Cavazos (559) 278-6967
Website – To access the course on Blackboard login to <a href="http://blackboard.csufresno.edu">http://blackboard.csufresno.edu</a> using your Fresno State username and password. For help with Blackboard contact The Blackboard Resource Center at 278-7373 or send an email to <a href="mailto:tultsupport@csufresno.edu">tultsupport@csufresno.edu</a> .	Office Hours Nan Barker Thursdays 2:30 PM – 4:00 PM Virtual office or phone Dr. Cynthia Cavazos Tues/Thurs. 11 – 1:30
Department Office Communicative Disorders and Deaf Studies PHS 252 Hours: M –F, 8:00 a.m –5:00 p.m. (closed 12-1) (559) 278-2423	Department Address California State University, Fresno CDDS Dept, Deaf Education 5310 N Campus Drive M/S PH 80 Fresno, CA 93740-8019

Questions related to the course materials, clarification of assignments, or general questions should be posted in the Questions Blog in Blackboard. Although you may call our offices and leave a message, the fastest way to make contact is by email. Generally email is answered within 48 hours of receipt, especially Mondays through Fridays.

### Technical Requirements:

To take this class, you must have the following:

11. A computer with a good quality webcam and high speed internet access.
12. Firefox web browser on your computer. Free download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Blackboard.

13. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
14. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from [www.openoffice.org](http://www.openoffice.org) Remember to save documents from Open Office as .doc or .rtf format so others can open them.
15. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
16. Quicktime Player. If you do not have this, it is free and available at [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/) You will need this to view the video clips.
17. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
18. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

### **Course Organization**

The course will follow the tentative schedule. Any changes will be noted by announcement in Blackboard or with an email message to students.

### **Catalog Description**

CDDS 202: Aural Rehabilitation

Prerequisite: CDDS 128, 131.

Habilitative and rehabilitative procedures to assist the hearing impaired; amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues (Formerly CSD 202)

### **Course Goals:**

CDDS 202 is a graduate seminar on aural (re)habilitation. The course is designed to provide graduate students an understanding and application of hearing instruments and technology, equipment maintenance, early intervention strategies, and parent education.

### **Required Text**

Seewald, R., & Tharpe, A.. (2011). *Comprehensive handbook of pediatric audiology*. San Diego: Plural Publishing.

Tye-Murray, N. (2009). *Foundations of aural rehabilitation: Children, adults and their family members* (3rd ed.). Clifton Park, NY: Delmar, Cengage Learning.

### **Primary Learning Outcomes:**

Acquire a basic understanding of etiologies of hearing loss over a span of ages, components and service providers in aural aural/audiological rehabilitation.  
Apply knowledge of assessment procedures, tests results, and audiologist's

recommendations to family-centered programs and the school environment.  
Describe components and functions of hearing aids, FM systems, cochlear implants, bone anchored hearing aids, and other assistive listening devices.

Compare and contrast important features of hearing aids, ear molds, acoustic modifications.

Use communication strategies to enhance conversation with individuals who have a hearing loss.

Design a Power point presentation for use in home visits with families.

Analyze auditory information and audiologist's recommendations in a case study.

Perform equipment checks and troubleshoot malfunctioning equipment.

Evaluate the benefits of early assessment and intervention.

Synthesize current research in a written paper.

### **Class Meetings:**

This is an 80/20 web/based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 17, 2012 from 6 p.m. – Sunday, August 19, 2012 at 4 p.m. and on Friday, November 2, 2012 from 6 pm – Sunday, November 4, 2012 at 4 p.m. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on blackboard. You will need to log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF email username and password. Because of additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your email regularly, at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don't know what flaming means). If flaming reoccurs, the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us brings to the table unique perspectives and life experiences. Let's become a community of learners who share our knowledge and resources.

### **Summary of Class Activities/Assignments:**

Within Blackboard your assignments, discussion threads, readings, quizzes, and final exams will all be organized under the 'Learning modules' tab located on the left side of the CDDS 202 course. There are a total of ten learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners; the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.

**Online Test (50 points)**

Multiple choice, T/F, matching and short essay questions on information from Modules 1-4.

**Research Paper (50 points)**

You will research a current issue related to spoken aural/auditory rehabilitation for deaf or hard of hearing students. The 5-6 page, approximately 1500-word paper requires that you integrate at least 5 articles of original source research and follow APA format.

Topics must be approved by your instructor as you begin your research. Possible topics: bimodal hearing, new hearing technology, efficacy of CART, bilateral cochlear implants, hearing aid features, classroom acoustics, speech acoustics, brain development with auditory & visual, languages, and efficacy of technological devices for the school environment. Due Friday November 2, upon arrival to the Fresno State campus.

**Powerpoint Presentation: (50 points)**

Create a Power point to share with parents on the topic of preparing for hearing tests and hearing Aids. You will need 20-30 slides that will provide parents with information about what will happen at a diagnostic audiological appointment. You may choose to discuss a particular test in depth or you may choose to cover several tests in your presentation.

- Each slide will need a unique title. Use a consistent font for each title.
- Try not to have more than two sentences per slide
- Use bullets for important concepts
- No more than 5 words per bullet
- No more than 5 bullets per slide
- Use only graphics that fit with the message of the slide

You may consult with other students, but each student must have a unique presentation. The assignment is worth 50 points.

**Sample Home Visit Plan (25 points)**

Utilizing your Power point presentation, design a home visit plan. Your plan must have an activity with family members that demonstrates one or two concepts from the information in your Power point presentation.

**Educational Audiology Analysis Case Study (75 points)**

In small groups, you will review an audiogram and report from an audiologist for a child. Using the audiological information, information from class and outside resources, you will create an Educational Audiology Analysis. In your case study, you will include: background information audiological findings, current hearing instruments (hearing aid, cochlear implant, bone conduction device), listening environments, detailed descriptions of different expected listening environments based on the child's age and hearing status, assistive listening devices, aural habilitation/rehabilitation team, equipment maintenance plan for school, summary for parents, resource list. Write a two page summary for parents explaining how the team will support the child in the school environment, what equipment will be used, and how the equipment will be monitored and maintained.

You will present your completed Educational Audiology Analysis to your classmates in an online format. You may create a Power Point presentation, a video presentation with

detailed handouts to print, or a written response with detailed diagrams, charts, or drawings. A primary objective of this project is to consider the daily routines of a child using equipment and plan for a variety of listening situations. Possible sources of information: textbooks, web sites of companies producing listening instruments, web sites designed for parents, interviews with school audiologists, hearing aid dealers, itinerant deaf and hard of hearing teachers, speech language pathologists, parents of deaf or hard of hearing children, or adults who use listening instruments.

**Lab competencies (100 points):**

The following assignments will be used to evaluate your lab competencies and are to be completed during assigned lab time and are often given orally to each student individually. A student with an unexcused absence will not be allowed to make up the lab competency.

Lab competency #1- Complete an earmold impression on another student and then serve as a subject to receive an earmold impression, under instructor’s supervision.

Lab competency #2 - Demonstrate the following skills to the instructor: Identify the major components of a BTE hearing aid including make, model and serial number; insert and remove a battery; adjust the power controls; identify to which ear an earmold belongs; attach the earmold to the BTE hearing aid and place the earmold and hearing aid on another student

Lab competency #3 – Demonstrate to the instructor your ability to perform a listening check on a BTE hearing aid and suggest ways of troubleshooting potential problems.

Lab competency #4 – Demonstrate the following to the instructor: Identify the major components of a FM auditory trainer; adjust the volume control and power controls; and identify the various configurations.

**Final Exam: (150 points)**

The final exam will be multiple choice, T/F, matching, short answer, and/or essay.

**Blackboard and Technical Difficulties**

All work must be submitted through Blackboard as explained in the assignment, quiz, or discussion instructions. There have been very few problems with the stability of Blackboard. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Blackboard to complete the work, send your work to me either [nbarker@csufresno.edu](mailto:nbarker@csufresno.edu) or [cynthiac@csufresno.edu](mailto:cynthiac@csufresno.edu) as an attachment. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, we will unlikely accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Blackboard problem, we can confirm that with the University and we will accept the work.

**Grading Policy**

Online Test	50	points	10%
Power point Presentation	50	points	10%

Lab Competencies	100	points	20%
Sample Home Visit Plan	25	points	5%
Research Paper	50	points	10%
Educational Audiology Analysis	75	points	15%
Final Exam	150	points	30%
TOTAL	500	points	

**The student grades will be calculated objectively as follows**

90-100%	A	450-500 points
80-89%	B	400-449 points
70-79%	C	350-399 points
60-69%	D	300-349 points
Below 60%	F	0-299 points

**2013 Tentative Schedule: See attached Tentative Schedule**

**UNIVERSITY POLICY**

**Classroom Behavior:**

Please use netiquette while participating on-line. There is a good source on the “Welcome Letter” that was emailed to each student and is also posted on the announcement section of blackboard.

Students are encouraged to ask other students for general assistance by posting their questions on the discussion boards. Direct questions regarding the quizzes or exam are inappropriate as some students may have not yet taken the tests.

Please be on time for the practicum portion scheduled at California State University, Fresno. Any student who misses more than 30 minutes of the on-campus portion of the class will receive zero points. As a courtesy to others, please turn off all pagers and cell phones. Be respectful and considerate of others.

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concern should be expressed in terms which are supportive of the leaning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Students with Disabilities:**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:**

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### **Cheating and Plagiarism:**

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from zero points to a grade of an F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University catalog (Policies and Regulations). As an on-line course, you must always use your best ethical judgment.

### **Drop for Serious and Compelling Reason:**

A request to drop a class for serious and compelling reasons must be completed in ink and on an add/drop card and must be approved by the instructor, the department chair and the Dean of the School. Documentation will be required prior to approval of a drop for serious and compelling reasons. Failing or performing poorly in a class are not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor. If for some reason you are not in a position to take this class and would like to drop it, please do so during the regular drop period.

### **Copyright Policy:**

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://csufresno.edu/library/information/copyright/) (<http://csufresno.edu/library/information/copyright/>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of

the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Computers:**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Subject to Change:**

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to regularly (suggested at least every other day) check on announcements that may be posted on Blackboard.



## **CDDS 202 Tentative Schedule Fall 2012**

### **August 17-19, 2012**

Attend orientation to Deaf Ed MA degree program on the CSU Fresno campus.

CDDS 202 Introduction, course outline, orientation to Blackboard, class schedule, tour of audiological suite, hearing lab. Ear mold lab competency and pure-tone testing in Hearing Lab. **Assignments for the week**

**READ** Seewald & Tharpe, Ch. 38 Family-Centered Approaches p. 753-765

**READ** Tye-Murray, Ch. 1 Introduction 1-24

**POST** to Discussion Board

### **August 20-24, 2012**

**Synchronous class meeting** - You need to be online for one of the two synchronous class meetings for CDDS 202 this week. Introduction to aural rehabilitation, aural habilitation, typical auditory development and auditory development for children with a hearing loss.

#### **Assignments for the week**

**READ** Seewald & Tharpe, Ch 38 Family-Centered Approaches p. 753-765

**READ** Murray, Ch 1 Introduction 1-24

**READ** Seewald & Tharpe, Ch 4 Auditory Development in Normal-Hearing Children p.63-82

**READ** Module 1 Introduction of Aural Rehabilitation and Auditory Development (Blackboard)

#### **Module 1 Table of Contents**

##### ***Aural Habilitation/Rehabilitation Orientation***

*PP - What is Aural Rehabilitation?*

*Power points developed for this course are intended to be used for the purposes of this class only.*

##### ***Hearing Loss Association Link***

*This web site is designed for adults who have a hearing loss. There is good basic information about hearing aids, cochlear implants, implantable devices, hearing assistive technology, captioning, telephones, and hearing loops. We will discuss all of these things more in-depth during this course.*

##### ***A Parent's Wish for Audiologists Link***

*From the parent organization Hands & Voices.*

##### ***Audiology for Parents Link***

*FAQs asked by parents and answered by audiologist Cheryl DeConde Johnson, Ed.D.*

### **August 27-31, 2012**

Hearing assessment, immittance audiometry, pure-tone air and bone conduction testing, speech audiometry

#### **Assignments for the week**

**READ** Tye-Murray Ch. 2 Assessing Hearing Acuity and Speech Recognition p. 42-86

**READ** Seewald and Tharpe, Ch. 18 Middle Ear Measurement p. 365-372

**READ** Module 2 Hearing Assessment (Blackboard)

#### **Module 2 Table of Contents**

***Hearing Assessment Part I Power point (PP)***

***Otoscope tutorial Link***

*Tutorial for otoscope*

***Tympanogram Interpretation Link***

*Helpful information on interpreting a tympanogram. Examples are provided*

***Help With Jerger's Classification System Link***

*This tutorial can aid in interpreting tympanograms based upon Jerger's classification system.*

***Hearing Assessment Part II***

*We will cover pure tone Air Conduction (AC) and Bone Conduction (BC)*

***PP - AC and BC Thresholds***

*This PP covers air and bone conduction threshold testing, including masking, and test interpretation.*

***Audiogram Interpretation Link***

*This helps to reinforce the concept of what's a conductive, sensorineural or mixed hearing loss. They use a slightly different cutoff for mild hearing loss so please focus on what's on the PP.*

***Hearing Assessment Part III***

***PP-Speech Audiometry***

**September 3-7, 2012**

Common pathologies and the impact on hearing sensitivity, noise induced hearing loss, disorders of the central auditory system, hearing loss and additional disabilities.

**Assignments for the week**

**STUDY FOR ONLINE TEST**

**READ** Seewald and Tharpe, Ch. 9 Conductive Hearing Loss in Children: Otitis Media with Effusion and Congenital Impairments p. 157-167,

**READ Module 3 Common Pathologies (Blackboard)**

**Module 3 Table of Contents**

***Common Pathologies***

***PP-Ear pathologies***

***National Institute on Deafness and Other Communicative Disorders (NIDCD) – Otitis Media***

***NIDCD – Auditory Processing***

***NIDCD – Auditory Neuropathy***

**September 10-14, 2012**

**Synchronous class meeting** - You need to be online for one of the two synchronous class meetings for CDDS 202 this week.

Pediatric audiology techniques and procedures for assessment, special tests, interpretation of objective hearing tests with children.

**Assignments for the week**

**Complete Test #1 on Blackboard by Friday September 14, 11:59 PM**

**READ** Seewald and Tharpe:

Ch. 18 Middle Ear Measurement p. 372-380,

Ch. 19 Otoacoustic Emissions p. 388-399,

Ch. 20 Frequency-Specific Threshold Assessment in Young Infants Using the Transient ABR and the Brainstem ASSR p. 409-419 and p. 427-431

Ch. 22 Behavioral Audiometry with Infants p. 483-522

**READ Module 4 Pediatric Audiology (Blackboard)**

**Module 4 Table of Contents**

***Pediatric Audiology***

***PP- Pediatric Audiology***

*This PP covers the basics of testing hearing of the pediatric client. Make sure you turn on your audio*

**September 17-21, 2012**

Amplification and assistive listening devices

**Assignments for the week**

**READ Tye-Murray Ch. 3 Listening Devices and Related Technology p. 88-111**

**READ Seewald and Tharpe, Ch. 25 Current Approaches to the Fitting of**

**Amplification to Infants and Young Children.**

**READ Module 5 Amplification (Blackboard)**

**Module 5 Table of Contents**

***PP- Amplification***

*This PP covers amplification. There is audio on many, but not all of the slides.*

***PP-Earmolds***

*Short PP covering the topic of earmolds. Turn on your audio*

*This outline describes how to make an ear impression.*

***PP-Hearing Aid Fitting***

*Turn on your audio for this PP that covers that hearing aid fitting process.*

***PP – Hearing Aid Care and Troubleshooting***

*PP on hearing aid care, listening check, and troubleshooting*

**September 24-28, 2012**

Amplification and assistive listening devices cont.

**Assignments for the week**

**BEGIN work on your Power point, due Friday Oct 12, 2012**

**READ Tye-Murray p.120-732**

**READ Module 6 Assistive Listening Devices (Blackboard)**

**Module 6 Table of Contents**

***PP- ALD***

*This PP will cover assistive listening devices and alerting devices. There is audio to this PP.*

***PP\_ Auditory Trainers***

*PP covering auditory trainers and classroom acoustics.*

***Auditory Trainer Fitting Protocol***

*This may be used to assess pre and post fitting of an auditory trainer*

***Listening Environment Profile***

*This may aid in determining if the acoustics of a classroom warrant the use of an FM system. Although made for Phonic Ear, the concept can be applied to all FM systems.*

## **October 1-5, 2012**

**Synchronous class meeting** - You need to be online for one of the two synchronous class meetings for CDDS 202 this week.

Cochlear Implants

### **Assignments for the week**

**READ** Tye-Murray Ch. 3 Listening Devices and Related Technology p. 111-119

**READ** Seewald & Tharpe Ch. 27 Cochlear Implants for Children: Promoting Auditory Development with Electrical Impulses p. 565-580

**READ** Module 7 Implanted Devices (Blackboard)

**Module 7 Table of Contents**

***Boys Town FAQs for Primary Care Providers Link***

***Food and Drug Administration (FDA) Web Site***

***Link to MED-EL Products***

***Link to Cochlear Americas Products***

***Link to Advanced Bionics Products***

***Audiograms with a CI***

***PP Cochlear Implants and the Schools***

### **Assigned Reading**

*Seewald & Tharpe, Ch 28 Other Implantable Devices: Bone-Anchored Hearing Aids p. 585-597*

### ***The Baha device***

*Snik, A., Leijendeckers, J., Hol, M., Mylanus, E., & Cremers, C. (2008). The bone-anchored hearing aid for children: Recent developments. International Journal of Audiology, 47(9), 554-559. doi:10.1080/14992020802307354*

### ***Another Bone Anchored Device***

*Håkansson, B., Reinfeldt, S., Eeg-Olofsson, M., Östli, P., Taghavi, H., Adler, J., & ... Granström, G. (2010). A novel bone conduction implant (BCI): Engineering aspects and pre-clinical studies. International Journal of Audiology, 49(3), 203-215. doi:10.3109/14992020903264462*

### ***Fitting the Baha***

*Bosman, A. J., Snik, A. M., Mylanus, E. M., & Cremers, C. J. (2009). Fitting range of the BAHA Intenso. International Journal of Audiology, 48(6), 346-352. doi:10.1080/14992020802662956*

### ***Maintaining the Baha***

*Videos from Cochlea Americas about the Baha device.*

### ***Trouble shooting the Baha***

## **October 8-12, 2012**

Bone anchored devices and cochlear implants

### **Assignments for the week**

### **Power point due on Friday October 12**

**READ** Seewald & Tharpe, Ch 28 Other Implantable Devices: Bone-Anchored Hearing Aids p. 585-597

**BEGIN Work on your research paper**

## **October 15-19, 2012**

Aural habilitation/rehabilitation planning

**Assignments for the week**

Work on research paper due Friday November 2, 2012 when you arrive on campus

**READ** Module 8 Auditory Habilitation Planning (Blackboard)

**Module 8 Table of Contents**

**Hearing Aids and Babies**

This is a link to My Baby's Hearing a web site of Boys Town National Research Hospital.

**Hearing Aid Choices for Babies**

My Baby's Hearing, Boys Town National Research Hospital

**Reading reports**

For each audiogram provided, determine the pure-tone air conduction thresholds, bone conduction thresholds, air-bone gap, comment on the immittance audiometry and the speech audiometry

**READ** Seewald & Tharpe, Ch. 32 Toddlers and Preschool-Aged Children p. 649-662

Seewald & Tharpe Ch. 33 School-Aged Children p. 663-681

Seewald & Tharpe, Ch. 36 Audiologic Considerations for Children With Multiple Modality Involvement p. 713-728

**October 22-26, 2012**

Interpreting audiological test results

**REVIEW** audiograms

**WRITE** Research paper

**CSU Fresno Weekend November 2-4, 2012**

Lab competencies 2,3,4. Group discussions. Begin group project.

**November 5-9, 2012**

Early Intervention and assessment, service providers

**Assignments for the week**

**WORK ON** Group project

**READ** Tye-Murray, Ch. 14 Infants and Toddlers Who Have Hearing Loss p.531-598

**READ** Module 9 Early Intervention (Blackboard)

**Module 9 Table of Contents**

***Hearing Screening***

*Newborn hearing screening in California PP*

***California Best Practices Document***

*A publication of the Early Start Work Group in California, 2005*

**November 12-16, 2012**

Early intervention curriculum

**Assignments for the week**

**READ** Best Practices document

**WORK ON** Group project due Nov 22, 2012

**November 22, 2012**

Thanksgiving Holiday

**November 26-30, 2012**

Early intervention – working with parents

**Assignments for the week**  
**COMPLETE Plan for Home Visit, due Dec 8**

**December 3-8, 2012**

Communication strategies

**READ** Tye-Murray Ch. 7 Communication Strategies and Conversation Styles, p.247-283

**READ** Module 10 Communication Strategies (Blackboard)

**Module 10 Table of Contents**

***Hands and Voices Communication***

*Information for parents from other parents in the Hands & Voices organization*

**December 10-14, 2012**

Prepare for final exam

**FINAL EXAM**